

SCHOOL SUPERVISORS' FEEDBACK ON THE PERFORMANCE OF TEACHER EDUCATION GRADUATES OF CEBU TECHNOLOGICAL UNIVERSITY

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ABSTRACT

Feedback mechanism was now a growing concern of higher education institutions. It emphasizes the involvement of the stakeholders in evaluating the quality and relevance of a program or curriculum for continual improvement. This paper aimed to determine the school heads feedback on the performance of the teacher education graduates of Cebu Technological University particularly Argao, Barili, and Moalboal campuses.

This study made use of the descriptive survey method which involved 109 teacher inductees which were rated by their school heads and direct supervisors. The main instruments used for gathering data were a questionnaire-checklist adapted from Charles Bounty Board of Education, 2015 and Silicon Valley University to assess teacher inductees' performance and employer's satisfaction.

Findings revealed that the overall performance of the teacher inductees was very satisfactory in terms of knowledge, teaching power and instructional effectiveness, executive ability and management skills, and professional responsibility, ethics and personal relationships. School heads were very satisfied with teacher inductees which covers the overall performance of Cebu Technological University Graduates, pre-service preparation, as well as skills and competencies. Ninety-nine percent of the school heads prefer to hire teacher education graduates from Cebu Technological University for they perceived that the university continually produced high quality graduates.

KEYWORDS: CTU-Argao, Campus, Ethics, Knowledge, Instructional Effectiveness & Professional Responsibility

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1. INTRODUCTION

With the growing importance of establishing a quality assurance system in higher education, the teacher education program should consider developing a feedback mechanism for graduates and their employers in order to maintain accountability and improve quality. (Fengyan, 2007).

In the context of education, a feedback mechanism is the idea that institutions are accountable for ensuring that graduates' performance fulfills the required criteria. It's about improving education, specifically the locally produced curriculum that links the school and education partners to maximize learners' learning possibilities. (Oliva, 2009).

The Commission on Higher Education (CHED) in the Philippines has underlined the need to conduct a graduate tracer study to collect feedback from graduates and their immediate supervisors in order to improve the quality and relevance of teacher education programs and institutions in the country.

It is in this connection, that the Accrediting Agency for Chartered Colleges and Universities of the

Philippines (AACCUP) has specified the importance of establishing a feedback mechanism as a major means of evaluating a program or curriculum for continual improvement. It stipulated the involvement and role of the stakeholders in developing the curriculum.

In Cebu Technological University, the implementation of the feedback mechanism is in accordance with ISO 9001-2008. Section 5.2 of the quality policy manual provided that regular and periodic evaluation on the level of the customer's satisfaction shall be determined to ensure continuous improvement of the process and customer's satisfaction. Moreover, Section 8 specified that the institution shall establish a process to effectively and efficiently determine the level of satisfaction of the customer for educational linkage. It shall define data collection methods including information sources, frequency of collection and data analysis.

However, as observed, specifically in the Teacher Education Program, students' feedback is regularly done using the prescribed Students' Assessment Survey questionnaire. Feedback from parents is also gathered on a regular basis during the Parent Teachers' Community Association meetings. Although the college of education is making great efforts to collect feedback from the graduates and their employers yet, no specific guidelines were followed in its conduct. Thus, it is not done regularly and results are not properly communicated to be used as the basis for policy decision making.

It is through this contention that this research study is conceived to determine the school managers' feedback on the performance of the teacher education graduates of Cebu Technological University. The feedback data can be used as inputs for curriculum revision and enhancement.

This study focused on the school manager's feedback on the performance of teacher education graduates of Cebu Technological University specifically from Argao, Barili, and Moalboal campuses.

2. METHODOLOGY

The descriptive survey approach was used in this study, which included 109 inductees from CTU graduates in Argao, Barili, and Moalboal Campus (Figure 1), who had been in the service for 0-3 years and were rated by their school heads or direct supervisors. The inductees were chosen by a cluster sampling method. The main instruments used for gathering data were a questionnaire-checklist adapted from Charles Bounty Board of Education, 2015 and Silicon Valley University to assess teacher inductee's performance and employer's satisfaction. Descriptive analysis was utilized using frequency count, percent and weighted mean.



Figure 1: Map of the Southern Campuses of Cebu Technological University.(<https://www.google.com/search?q=map+of+cebu&sxsrf>).

3. RESULTS AND DISCUSSIONS

3.1. Feedback on the Performance of Teacher Inductees in Terms of Knowledge

Table 1 presents the school heads perceptions of the performance of teacher inductees in terms of knowledge which were categorized into preparation and evidence of professional growth. These indicators measure the knowledge acquired by the teacher inductees about the teaching and learning processes and the efforts they have made to enhance their competencies as assessed by their direct supervisor.

As for preparation, the result showed that all items obtained weighted means ranging from 3.68-3.88 of which two items got a highest weighted mean of 3.88 with a descriptive rating of very satisfactory. These are the knowledge of appropriate resources and awareness on how different content areas relate to one another. The rating indicates that the school managers have observed and appreciated the initiative of the graduates in looking for learning resources and the appropriateness of such resources to students' learning and learning content. It is also reflective of the graduates' understanding of the relationship of the content areas with each other. This indicates that the university was successful in providing graduates with the necessary knowledge to meet the needs of companies. (Encio, et. al, 2016).

In the domain of preparation, however, understanding of higher level thinking skills had the lowest weighted mean of 3.68. This indicates that the direct supervisors saw this as a significant ability that the teacher inductees needed to master. As cited by Aquino, Del Mundo and Gliceria (2015), critical thinking is one of the skills that school managers expect to observe from the teachers or graduates. Hence, the new teachers must strive to develop their critical thinking skills as they continue to teach.

As to evidence of professional growth, participation in professional development activities got the highest weighted mean of 4.06 with a very satisfactory rating. The rating stresses the school managers' appreciation on the willingness of the teacher inductees to participate in the various school activities that will help develop their teaching competencies. For teachers to become effective facilitators of learning, the learning community, must intentionally and continually create a collaborative community for the teacher inductees to commit to enhancing their skills to prepare

themselves for the challenges in the teaching profession (Thomas, 2013).

In totality, the overall performance of the teacher education graduates from CTU in terms of knowledge is very satisfactory. This indicates that the school managers are very satisfied with the performance of the teachers in terms of the knowledge about the subject matter, appropriate resources, curriculum, current theories and practices, development of learners, the interrelatedness of content areas, effective communication skills, professional development activities and educational technology. Such result was somewhat similar to the study conducted by Aquino, Del Mundo and Gliceria (2015) in which they found that knowledge on the philosophy and history of education, research, subject matter, learning and development, reflective skills and educational technology are very useful competencies for an entry level teacher. As Hightower et.al (2011) has cited, preservice training plays a significant part in providing the graduates with the essential knowledge, skills and attitudes that can be considered relevant indicators in the hiring decisions. Moreover, professional development activities that will effectively enhance the teachers' knowledge on what to teach and how to teach should focus on deepening their knowledge on the subject matter, on how to teach and on how students acquire learning.

Table 1: School Heads'feedback on the Performance of Teacher Inductees in Terms of Knowledge

Knowledge (Indicators)			Overall Rating	
			WM	D
A. Preparation				
1. Specific Knowledge				
	a. Maintains a broad, accurate, and well-organized understanding of the subject.		3.84	VS
	b. Is knowledgeable of appropriate resources.		3.88	VS
	c. Is knowledgeable of appropriate curricula.		3.85	VS
2. General Knowledge				
	a. Is well-versed in relevant and current theories and practices.		3.80	VS
	b. Is knowledgeable about the intellectual and social development stages of children.		3.84	VS
	c. Is aware of how different content areas relate to one another.		3.88	VS
	d. Is knowledgeable of higher-level thinking skills.		3.68	VS
3. Command of Language				
	a. Models communication skills effectively and accurately.		3.75	VS
B. Evidence of Professional Growth				
	1. Takes part in professional development activities such as coursework, in-service, academic readings, travel, activities for cultural exchange, professional associations and other enrichment activities.		4.06	VS
	2. Continues to gain a broad understanding of educational technology and how it relates to the teaching process.		4.00	VS
Totality			3.86	VS

3.2 Feedback on the Performance of Teacher Inductees in terms of Teaching Power & Instructional Effectiveness

Table 2 presents the school manager's assessment of the performance of teacher inductees in terms of teaching power and instructional effectiveness. It was classified as selection and organization of subject matter, motivation, and lesson development and implementation. The items under this category determine whether the graduates acquired the necessary skills in teaching as perceived by the school managers.

As shown in the table, the graduates' performance in all categories was adjudged by the respondents as very satisfactory having gained an overall rating of 3.90. This rating means that the direct supervisors have observed and acknowledged the demonstrated skills of the CTU teacher inductees in terms of their abilities in the selection and organization of the subject matter, motivational strategies and lesson development and implementation.

Topping the list in the area of selection and organization of subject matter is the item adapts subject matter that is tailored to the needs, interests, and skills of the students with the weighted mean of 3.99. It also shows a slight variance on the item has a clear set of goals and objectives that he or she conveys effectively. obtaining a rating of 3.98. These ratings imply that the respondents observed and recognized how the teacher inductees adjust the learning content, goals and objectives in accordance with the kind of learners that they have and, in their abilities, to communicate such goals and objectives at the start of the learning session. More so, the item that got the lowest rating is teaching prerequisite skills having obtained a weighted mean rating of 3.80. This connotes that although the teacher inductees performed very satisfactorily in this item, yet they need to develop their skills in teaching the prerequisite skills before moving to a more complex skill. Hightower, et. al (2011) mentioned that although preservice training significantly influences the performance of the teachers, however, enhancing their teaching effectiveness is also essential once they are hired and should be made part of the teacher induction for them to remain in the profession.

Along the area of motivation, the item encourages students to participate in extracurricular activities and to be interested in them got the highest rating of 4.02 and was followed by the item develop students' interest in learning with a rating of 4.01. These favorable ratings indicate that the school managers have noted and appreciated the motivational skills of the CTU graduates in terms of captivating students' attention, interest and participation in school activities (both extracurricular and classroom activities). The item employs suitable problem-solving procedures to build higher level thinking skills got the lowest rating of 3.79. Such finding was affirmed by the result of the first indicator, which was on knowledge where higher-level thinking skills got the lowest weighted mean of 3.68, which over again means that such skill needs to be enhanced by the graduates who are in their induction phase for them to provide effective instruction.

As regard to lesson development and implementation, the item appropriately allocates time, energy and resources got the highest rating with the weighted mean of 3.96 interpreted as very satisfactory. This means that the respondents have observed that the teacher inductees displayed the ability in working within the allotted time and utilize teaching resources suitable to the learning content, needs, interest and abilities of the students. Under this category, however, the item that stimulates student learning through varied questioning techniques obtained the lowest rating of 3.79 indicating that the school managers assessed this area as needing improvement on the part of the teacher inductees.

In totality, the school managers perceived that the teacher inductees have displayed very satisfactory performance in terms of their teaching powers and instructional effectiveness. The weighted means ranging from 3.79-3.98 with a descriptive rating of very satisfactory implies that the direct supervisors avowed that the CTU graduates that they hired have acquired and demonstrated pedagogical skills that serve as a foundation for effective instruction.

Table 2: School Head Manager's Feedback on the Performance of Teacher Inductees in Terms of Teaching Power & Instructional Effectiveness

Teaching Power & Instructional Effectiveness (Indicators)		Overall Rating	
		WM	D
A. Selection and Organization of Subject Matter			
	1. Has a clear set of goals and objectives that he or she conveys effectively.	3.98	VS
	2. Maintains compatibility with the curriculum.	3.92	VS
	3. Adapts subject matter that is tailored to the needs, interests, and skills of the students.	3.99	VS
	4. Teaches prerequisite skills.	3.80	VS
	5. Recognizes the order in which abilities are acquired.	3.83	VS
B. Motivation			

	1. Develop students' interest in learning.	4.01	VS
	2. Employs suitable problem-solving procedure to build higher level thinking skills	3.79	VS
	3. Clearly communicates common goals to students.	3.90	VS
	4. Demonstrates awareness of learner's academic and social needs.	3.88	VS
	5. Encourages students to participate in extracurricular activities and to be interested in them.	4.02	VS
C. Lesson Development and Implementation			
	1. Appropriately allocates time, energy and resources.	3.96	VS
	2. Stimulates student learning through varied questioning techniques.	3.79	VS
	3. Directs supervised study.	3.91	VS
	4. Uses a variety of effective and realistic forms of student assessment and evaluation.	3.85	VS
	5. Treats student responses appropriately.	3.92	VS
Totality		3.90	VS

3.3 Feedback on the Performance of Teacher Inductees in Terms of Executive Ability & Management Skills

Table 3 presents the school manager's feedback on the performance of teacher inductees' in terms of executive ability and management skills which is classified into classroom management and personal organization. Under this category, the direct supervisor assessed the teaching skills of the teacher inductees in terms of planning, carrying out the plans, managing students' behavior and ensuring positive outcomes.

In terms of classroom management, The CTU graduates obtained a very satisfactory performance rating with the highest weighted mean of 4.08 which effectively encouraged positive student behavior. This implies that the respondents highly appreciated the demonstrated skills of the teacher inductees in classroom management which is essential in effective instruction.

Such finding bears similarity with the result of the study conducted by Aquino, et. al (2015), in which the graduates received general approval from their employers in terms of their ability to handle the learning of their students.

In spite of the very satisfactory rating obtained under this category, the lowest rating was organized effective transitions for students obtaining a weighted mean of 3.80. Such result was consistent with the above-mentioned rating under teaching power and instructional strategies on the item teach prerequisite skills which also obtained the lowest rating of 3.80 which was interpreted as areas needing improvement.

As to personal organization, utilization of technology to handle day-to-day obligations got the highest weighted mean of 4.04 which was followed by item proficiently performing required duties with a very small difference having gained a weighted mean rating of 4.03 and both were interpreted as very satisfactory. Such findings mean that the respondents have observed the skillfulness of the teacher inductees in integrating technology in the classroom and in carrying out their duties and responsibilities expected of them. Moreover, the item that makes appropriate and timely decisions received the lowest rating of 3.77 but still interpreted as very satisfactory. This implies that the respondents identified this skill as very essential aspect in managing the learning of the students.

In totality, the teacher inductees' performance in terms of executive ability and management skills is very satisfactory with an overall weighted mean of 3.95. This finding indicates that the teacher inductees have demonstrated adeptness in planning, executing, managing students learning which was higher than the expectations of their school managers.

Table 3: School Manager's Feedback on the Performance of Teacher Inductees in Terms of Executive Ability & Management Skills

Executive Ability & Management Skills (Indicators)		Overall Rating	
		WM	D
A. Classroom Management			
1. Organizes the classroom to accommodate various learning scenarios.		3.95	VS
2. Applies classroom rules and procedures in a consistent and fair manner.		4.01	VS
3. Effectively encourages positive student behavior.		4.08	VS
4. Maintains positive learning climate for students		3.99	VS
5. Organizes effective transitions for students.		3.80	VS
B. Personal Organization			
1. Plans appropriately.		3.92	VS
2. Performs essential tasks with proficiency.		4.03	VS
3. Makes appropriate and timely decisions.		3.77	VS
4. Organizes, cares for, and utilizes equipment and materials appropriately.		3.91	VS
5. Uses technology to handle day-to-day obligations.		4.04	VS
Totality		3.95	VS

3.4 Feedback on the Performance of Teacher Inductees in Terms of Professional Responsibility, Ethics, & Interpersonal Relationships

Table 4 presents the teacher inductees' performance in terms of professional responsibility, ethics, and interpersonal relationships. These indicators determine whether the graduates have displayed professionalism in the school environment as evaluated by the respondents.

At a glance, the indicator which has the highest weighted mean of 4.22 was treating students and staff fairly which was interpreted as outstanding. Such a result implies that the direct supervisors were very much impressed with the way the teacher inductees applied the principles of a democratic learning environment.

In totality, teacher inductees' professional responsibility, ethics, and interpersonal relationships were very satisfactory with a weighted mean of 4.06. The weighted means ranging from 4.00 to 4.22 entails that the school managers have observed that the teacher inductees manifested highly acceptable behavior in the school environment where they are to act as models to all stakeholders. Moreover, this indicates that the University has successfully attained its goal of producing competent graduates imbued with desirable values.

Table 4: School Manager's Feedback on the Performance of Teacher Inductees in Terms of Professional Responsibility, Ethics, & Interpersonal Relationships

Professional Responsibility, Ethics, & Interpersonal Relationships (Indicators)		Overall Rating	
		WM	D
1. Demonstrates a grasp of the need of keeping personal information private.		4.00	VS
2. Shows understanding and sensitivity when interacting with school employees.		4.10	VS
3. Acknowledges the importance of group decision making process.		4.02	VS
4. Observes school protocols and practices, such as defined school hours, punctuality, and attendance.		4.00	VS
5. Shows concern for pupils and their well-being.		4.09	VS
6. Maintains appropriate appearance.		4.01	VS
7. Displays self-control, initiative, confidence and flexibility.		4.05	VS
8. Evidence integrity and understands the established conventions of the school and the community.		4.03	VS
9. Treats students and staff fairly.		4.22	O

10. Maintains effective and appropriate communications with students, parents and co-workers.	4.08	VS
Totality	4.06	VS

3.5 School Heads Level of Satisfaction in Terms of Overall Performance of Teacher Inductees

Table 5 presents the school manager's level of satisfaction on the overall performance of teacher inductees. The results are presented per campus using the percentage. Result revealed that the teacher inductees coming from Campus B campus got the highest number of outstanding performances which was 11.93 %, followed by Campus A (4.59%) and Campus C (3.67%). This implies that the respondents have varied level of satisfaction on the performance of the CTU graduates they have hired.

Considering the totality, a greater number of the teacher inductees performed very satisfactorily with 63.3 percent, while 20.18 percent of them have an outstanding performance. However, 12.84 percent have a satisfactory rating and 3.67 percent of them got a fair rating. Such findings suggest that majority of the school managers were very satisfied with the performance of the graduates and a few were not impressed. It further implies that some respondents were expecting a better performance from the CTU graduates who were in their induction phase.

Table 5: School Heads Level of Satisfaction in Terms of Overall Performance of Teacher Inductees

Overall Performance of the CTU Graduates	Campus A		Campus B		Campus C		Total	
	f	%	f	%	f	%	F	%
Outstanding	5	4.59	13	11.93	4	3.67	22	20.18
Very Satisfactory	30	27.52	25	22.94	14	12.84	69	63.30
Satisfactory	2	1.83	0	0.00	12	11.01	14	12.84
Fair	0	0.00	0	0.00	4	3.67	4	3.67
Poor	0	0.00	0	0.00	0	0.00	0	0.00
Total	37	33.94	38	34.86	34	31.19	109	100.00

3.6 School Head Level of Satisfaction in Terms of Pre-Service Preparation of Teacher Inductees

Table 6 presents the respondents' perceived satisfaction on the pre-service preparation of teacher inductees from CTU.

The campus which got a highest number of teacher inductees who got an outstanding rating as perceived by the school managers in terms of pre-service preparation was Campus A with a 15.60 percent. This can be further supported by the performance of the graduates in Campus A as one of the top performing schools in the Philippines in the Licensure Examination for Teachers in the BEED program for 4 years now.

Overall, the employers' perceived satisfaction on the pre-service preparation of the teacher inductees coming from CTU was very satisfactory while 31.19 percent was outstanding, 11.01 is satisfactory, and 3.67 percent was fair. Campus C got the lowest rating in terms of pre-service preparation, thus further intervention to address such concern should be done.

Table 6: School head Level of Satisfaction in Terms of Pre-service Preparation of Teacher Inductees

Preparation of CTU Graduates	Campus A		Campus B		Campus C		Total	
	f	%	f	%	f	%	f	%
Outstanding	17	15.60	13	11.93	4	3.67	34	31.19
Very Satisfactory	20	18.35	25	22.94	14	12.84	59	54.13
Satisfactory	0	0.00	0	0.00	12	11.01	12	11.01
Fair	0	0.00	0	0.00	4	3.67	4	3.67
Poor	0	0.00	0	0.00	0	0.00	0	0.00
Total	37	33.94	38	34.86	34	31.19	109	100.00

3.7 School Heads Level of Satisfaction in Terms of the Skills and Competencies of Teacher Inductees

Table 7 presents the employers' perceived satisfaction in terms of skills and competencies of the graduates from CTU. As to skills and competencies, the item which got the highest rating of 3.53 were organization and planning and time management and is described as very satisfactory. While the skill which got the least rating was problem solving with a rating of 3.26 but still fall under the very satisfactory level. The rating means that the teacher inductees have demonstrated composite skills vital for teaching. This further denotes that the University was able to provide its graduates with competency skills that were needed in diverse classroom situations. As cited by Shukla (2014) training can help teachers develop their teaching competencies in the classroom.

When compared by school, the campus obtaining the highest weighted mean rating of 3.63 was Campus A interpreted as very satisfactory and was followed by Campus B with a weighted mean of 3.50 which was also described as very satisfactory. Campus C got the lowest weighted mean rating of 3.45 which was interpreted as satisfactory. The varied perceptions of the respondents mean that the performance of the teacher inductees of Campuses A and B was beyond the expectations of the school managers while those in Campus C was below their expectations. As cited by Aquino (2015), the level of satisfaction of the employers on the competencies of graduates can be associated with teaching performance. She further added that schools must be responsive to the feedback of the stakeholders as these provide significant information in terms of the relevance and responsiveness of the curriculum and the.

Considering the overall employers' perceived satisfaction with the skills and competencies of the CTU graduates, an overall rating of 3.45 was obtained and was interpreted as very satisfactory. The rating reveals that the performance displayed by the teacher inductees who were graduates from CTU was more than what the school managers expected. Such result bears similarity with the findings of Nicodemus (2011) where he reported that the teacher inductees were given a very satisfactory rating by the school administrators which imply that the beginning teachers were performing well in spite of their being new in the teaching profession.

Table 7: School Heads Level of Satisfaction in Terms of the Skills and Competencies of Teacher Inductees

Skills and Competencies	Campus A		Campus B		Campus C		Overall Rating	
	WM	D	WM	D	WM	D	WM	D
Specific job-related knowledge	3.78	VS	3.48	VS	3.12	S	3.46	VS
Specific job-related skills	3.73	VS	3.50	VS	3.18	S	3.47	VS
Oral/Written Communication	3.54	VS	3.39	VS	3.18	S	3.37	VS
Comprehension	3.59	VS	3.43	VS	3.18	S	3.40	VS
Computer Skills	3.65	VS	3.59	VS	3.24	S	3.49	VS
Critical Thinking	3.43	VS	3.43	VS	3.24	S	3.37	VS
Problem Solving	3.41	VS	3.38	VS	3.00	S	3.26	VS
Research and Analysis	3.35	VS	3.38	VS	3.18	S	3.30	VS

Teamwork	3.84	VS	3.66	VS	3.41	VS	3.64	VS
Organization and planning	3.76	VS	3.54	VS	3.29	VS	3.53	VS
Time Management	3.73	VS	3.61	VS	3.24	S	3.53	VS
Quality of Work	3.70	VS	3.57	VS	3.18	S	3.48	VS
Productivity	3.68	VS	3.52	VS	3.24	S	3.48	VS
Creativity and Innovativeness	3.68	VS	3.54	VS	3.29	VS	3.50	VS
Totality	3.63	VS	3.50	VS	3.21	S	3.45	VS

5.8 School Heads Preference of Hiring CTU Graduates

Table 8 reflects the employers' preference of hiring teachers to work with them in the academe. Out of 109 responses, 108 among them preferred hiring CTU graduates to work with them in the academe, while one or 0.92% is undecided. This implies that the employers prefer to hire teacher education graduates from CTU for they perceived that the graduates' performance was more than what they expected from a novice teacher or a teacher inductee.

Table 8: School Heads Preference of Hiring CTU Graduates

School Heads Preference on Hiring CTU Graduates	Campus A		Campus B		Campus C		Total	
	f	%	f	%	f	%	f	%
Yes	37	33.94	37	33.94	34	31.19	108	99.08
Undecided	0	0.00	1	0.92	0	0.00	1	0.92
No	0	0.00	0	0.00	0	0.00	0	0.00
Total	37	33.94	38	34.86	34	31.19	109	100.00

4. CONCLUSIONS

The school heads rated the teacher inductees very satisfactory in terms of their performance as to knowledge, teaching power and instructional effectiveness, executive ability and management skills and professional responsibility, ethics and interpersonal relationships. The respondents also gave the CTU graduates of the three campuses a very satisfactory rating in terms of their satisfaction in their preservice preparation and skills and competencies. The positive feedback given by the direct supervisors to the teacher inductees made them decide to prefer to hire graduates from CTU. However, in spite of the very satisfactory rating, there are still a few areas that need to be enhanced by the CTU graduates such as higher-level thinking skills, problem solving skills, decision making and questioning techniques.

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